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ABSTRACT

This comprehensive study explores the chronological and geographical expansion of the assessment of adult and experiential learning--known as AP(E)L--around the world. The authors describe and compare initiatives in their own countries and their effectiveness at the levels of government, educational institutions, and employment. They highlight AP(E)L's essential role in the adaptation of higher education to the competitive global market. The 11 chapters are "AP(E)L: Why? Where? How? Setting the International Scene" (Norman Evans); "Recognizing Learning Outside of Schools in the United States of America" (Morris T. Keeton); "The Evolution of AP(E)L in England" (Norman Evans); "Canada: The Story of Prior Learning Assessment and Recognition" (Deborah Blower); "France: The Story of La Validation des Acquis (Recognition of Experiential Learning" (Michel Feutrie); "Scotland: The Story of the Assessment of Prior Experiential Learning" (Norman Sharp, Fiona Reeve, Ruth Whittaker); "The Republic of Ireland: The Story of the Assessment of Prior Experiential Learning" (Denis McGrath); "The Recognition of Prior Learning in Australia: An Ambivalent Relationship with the Academy, Competency-Based Education, and the Market" (Rick Flowers, Geof Hawke); "Recognition of Prior Learning: The Promise and the Reality for New Zealanders" (Phil Ker, Mary Melrose, Maureen Reid); "Learning Assessment in South Africa" (Yunus Ballim, Rahmat Omar, Alan Ralphs); and "2000 Plus?" (Norman Evans). (Subject and name indexes are appended.) (YLB)

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